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ABSTRACT

This framework for social studies curriculum design in South Dakota schools incorporates 10 themes: (1) culture; (2) time, continuity, and change; (3) people, places, and the environment; (4) individual development and identity; (5) individuals, groups, and institutions; (5) power, authority, and governance; (6) production, distribution, and consumption; (7) science, technology, and society; (8) global connections; (9) civic ideals; and (10) civic practices. The framework states that the foregoing themes not only serve as an organizing framework for the social studies curriculum at all grade levels, but they draw from all other social science and other related disciplines. It explains that geography, history, and civics serve as the core of social studies since the three disciplines integrate all other sciences in the context of their own sharply defined methodological perspectives. As a rationale, the framework contends that a study of the arrangements that people have developed in their efforts to live together is essential to appreciate and participate in the U.S. political system. The framework outlines K-8 and 9-12 social studies and provides standards in culture and history, geography, civics, economics, and global interdependence, for K-2, 3-5, 6-8, and 9-12 social studies. The framework provides a glossary of relevant terms and a 26-item bibliography. (BT)

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South Dakota Department of Education and Cultural Affairs

South Dakota Social Studies Standards Draft II

March 1998

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South Dakota Department of Education and Cultural Affairs
Kneip Building, Third Floor
700 Governors Drive
Pierre, SD 57501-2291
(605) 773-3134

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RESEARCH BASE

The material in this document is a compilation of numerous sources and many years of experience in the teaching of social studies. The original input for deriving and developing standards was provided by the students, parents, teachers, and communities of South Dakota. The final document evolved from published standards from other states, numerous professional publications, and lengthy and often heated discussions by experienced teachers.

Typical professional resources used in the development of the standards included current and time-proven textbooks from noted authors, information from the Association for Supervision and Curriculum Development (ASCD), documents from the National Council for the Social Studies, and professional materials from the National Staff Development Council (NSDC). Selected articles from nationally recognized magazines and journals were reviewed and used as references.

See the Glossary of Terms and the Bibliography for definitions used and a listing of references.

SOUTH DAKOTA SOCIAL STUDIES STANDARDS

INTRODUCTION

Social Studies, as defined by the National Council for the Social Studies, is "the integrated study of the social sciences and humanities to promote civic competence". Within the curriculum, social studies draws from a broad array of disciplines, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

The chief strength of social studies is its diversity. It draws as needed from a variety of appropriate sciences and perspectives, while addressing in a coordinated, systematic manner a broad array of relevant social issues and concerns.

Geography, history, and civics serve as the core of social studies. Geography provides an appropriate spatial context for places, things, and events--what happened where and why; history serves as our collective memory, providing a temporal context for all human expense--what happened when and why; civics serves as the soul of humankind--what we must do to become good citizens. The three disciplines integrate all other sciences in the context of their own sharply defined methodological perspectives.

A framework for social studies curriculum design incorporates ten themes: culture; time, continuity, and change; people, places, and the environment; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution and consumption; science, technology, and society; global connections; and civic ideals and practices. The foregoing themes not only serve as an organizing framework for the social studies curriculum at all grade levels, but they draw from all other social science and other related disciplines.

The goal of social studies education is to assist students in being able to make wise and reasoned decisions as citizens of a culturally diverse, democratic society in an often complex and increasingly interdependent world.

VISION STATEMENT

To meet the challenges of the future and to fulfill the social studies vision, educators must ensure that students are well versed in the demands and responsibilities of scholarship, artisanship, leadership, and citizenship. These closely related elements are the foundation blocks of social studies upon which students will acquire the necessary knowledge, skills, aptitudes, and attitudes to understand, respect, and practice the ways of the scholar, the artisan, the leader, and the citizen in support of the common good of society.

SOUTH DAKOTA SOCIAL STUDIES

CULTURE AND HISTORY

Students will understand the emergence and development of civilizations and cultures over time and place.

RATIONALE:

An understanding of civilization and diverse cultures is indispensable to an understanding of human history. People's travel from their earliest beginnings; their rich diversity of ideas, beliefs, values, and institutions; and the significance of their continuing interactions provides a context for students to understand where we came from, where we are now, and what we might be like in the future. The study of history include analysis of time, continuity, and change. When students develop an understanding of specific times and places, they see how change affected others and how others brought about change. But the study of history goes beyond remembering facts and dates. Real historical understanding requires students to think through cause-and-effect relationships, to reach sound historical interpretations, and to conduct historical analysis and research leading to the knowledge on which informed decisions in contemporary life can be based.

GEOGRAPHY

Students will understand the interrelationships of people, places, and the environment.

RATIONALE:

The study of people, places, and human-environmental interactions assists learners as they create their spatial views and geographic perspectives of the world. A knowledge of the influence of patterns, cycles, connections and links between people and their environment (the human and the physical) provides a basis for understanding the development of political, social, and economic systems. Knowledge of how human perceptions of their environment act as stimulus or barrier to behavior is vital to a deeper understanding of historical and contemporary events. Students must grasp the importance of our location in relation to the rest of the world, our interdependence as inhabitants of earth, and the complexity of decisions we have to make concerning environmental and non-environmental issues.

CIVICS

Students will understand the historical development and contemporary role of governmental power and authority.

RATIONALE:

History reveals a variety of arrangements people have developed in their efforts to live successfully and peaceably together. A study of these arrangements, as well as the values, practices and institutions which define the United States political system, is essential to appreciate and participate in that system. Students need to understand the origins, forms and purposes of government and the underlying principles and values of the United States government in order to use their civic skills to participate as a well-informed citizen.

ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

RATIONALE:

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship. Students should develop an understanding of the values and principles of American constitutional democracy. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable.

GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

RATIONALE:

In our interdependent world, it is important that individuals, groups, and societies learn to work together to solve common problems. Critical issues such as protecting the international environment, world peace, human rights, trade and economic and social interaction are important to the overall well-being of all nations. Students must develop an understanding of foreign policy, international organizations, and the worldwide impact of social, environmental, technological, and economic problems.

K-8 SOCIAL STUDIES

South Dakota standards were developed for each of the grade levels from kindergarten through eighth. Because curriculum and instruction at these grade levels may vary throughout the state, various concepts and ideas may be taught at different levels.

A local school may adopt a somewhat different organizational framework from what is presented herein as long as students are able to make progress toward achieving the required standards by the completion of grade eight.

9-12 SOCIAL STUDIES

South Dakota standards were combined for grades nine through twelve in social studies because the curriculum and instruction at these grade levels vary throughout the state. South Dakota Administrative Rule (ARSD 24:03:06:06.01) requires three units of high school social studies which include a minimum of the following: one unit (two semesters) of United States history; one-half unit (one semester) of United States government; and one-half unit (one semester) of geography. Various electives fulfill the requirement for an additional unit (two semesters). The course guidelines for these electives should be aligned with the appropriate South Dakota social studies goals, indicators, benchmarks, and standards.

K-2 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY

Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

K-2 Benchmarks:

a. explore significant characteristics of past and present time periods.
b. recognize there is chronological order and sequence in history.
c. explore various cause and effect relationships.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. understand time and order words, e.g., yesterday, today, and tomorrow. 2. understand the concept of days of the week, months, and years. 3. describe basic units of time, e.g., hours, minutes, and seconds. 4. explain changes of the seasons, e.g., spring, summer, fall, winter. 5. identify examples of past events in legends and historical accounts, e.g., Paul Revere, Johnny Appleseed, Booker T. Washington, Betsy Ross. 6. identify important people of the past, e.g., George Washington, Abraham Lincoln.	7. define time and sequence in narrative stories. 8. understand that events follow a sequential pattern throughout life. 9. compare current school and community life with past school and community life. 10. compare everyday life in different places and times and recognize that people, places, and things change over time. 11. construct time lines to show possible cause and effect. 12. understand through stories and biographies the deeds for which our nation honors leaders from the past, including a variety of political, scientific, social, and military leaders, e.g., Benjamin Franklin, George Washington Carver, Jane Addams, and John Paul Jones.	1. read historical stories and folk tales and distinguish between beginning, middle, and end. 2. understand the influences individuals have had on historical events. 3. recognize that there is both change and continuity in history. 4. place events on a time line to explain connections between events. 5. compare rural, urban, and suburban communities and describe how the local community has changed over time. 6. examine historical artifacts, documents, and photos to discover the history of the community. 7. study the contributions of ancient Egypt and China which have had an impact on world history.

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K-2 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

K-2 Benchmarks:

a. recognize that religious beliefs and institutions are a part of the community.
b. recognize unique customs and traditions of various cultures.
c. recognize that people have differing beliefs and religions.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. define roles and functions of family members. 2. understand the traditions and customs families practice. 3. recognize that observing holidays can be a way of remembering the past. 4. explore different religious beliefs at holidays. 5. examine similarities and differences in people's beliefs and ideas. 6. identify examples of honesty, courage, patriotism, and other admirable character traits.	7. identify individuals who impact their lives. 8. recognize the diversity of roles within various families. 9. recognize that holidays are a way of celebrating customs and traditions. 10. demonstrate the values and beliefs of various holiday celebrations. 11. recognize the existence of different religions within the community. 12. recognize famous Americans connected with holidays.	1. identify religions within the community. 2. interpret the impact religion has on a community. 3. associate holidays with different religions. 4. recognize that members of a group share beliefs, attitudes, and values. 5. describe the characteristics of people who are honored in American society. 6. identify contributions of individuals, e.g., Abraham Lincoln, Susan B. Anthony, Martin Luther King, Jr., Sitting Bull.

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K-2 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 3: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

K-2 Benchmarks:

a. recognize the impact of cultural diffusion on the local community.
b. recognize how different cultures have influenced customs and traditions within the local community.
c. recognize the importance of preserving and sharing culture.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. understand that people have likes and dislikes. 2. demonstrate acceptance of others' ideas and actions. 3. create various art forms relating to cultural experiences. 4. understand how language, stories, music, and art define a culture. 5. relate similarities and differences among United States cultures through folk tales, drama, art, and field trips. 6. describe people and events remembered in holidays, e.g., Native American Day, Thanksgiving, Independence Day, President's Day.	7. recognize the family structures of different cultures. 8. understand that folk tales, drama, and art express a way of life. 9. understand the cultural institutions to which a family belongs. 10. explain similarities and differences among children from other places. 11. recognize that people, places, and things change over time by comparing contemporary American life with American life in previous time periods. 12. study the lives of people and the events associated with holidays, e.g., Thanksgiving and the Pilgrims, Independence Day, Flag Day, Veteran's Day, Memorial Day, and Native American Day.	1. analyze various of community interrelationships. 2. understand the cultural traditions of peoples in different regions. 3. define ways of passing on cultural traditions. 4. show ways different cultures share beliefs and values. 5. understand that literature, art, drama, and music preserve culture. 6. compare the nomadic tribes of Native Americans in South Dakota (Sioux) with settled agricultural tribes (Pueblo) in other regions.

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K-2 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

K-2 Benchmarks:

a. explore general settlement patterns in the region and state.
b. describe ways humans are impacted by the local and natural environment.
c. describe how past trends in human migration in the region has impacted local communities.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. describe characteristics of life in the city and country. 2. describe how climate/weather affects the way people live, e.g., clothing, shelter. 3. describe and map locations where students live. 4. explore population characteristics of interest to the student, e.g., number of sisters and brothers, distance traveled to school.	5. compare and contrast characteristics of life in the city and country. 6. describe how climate, location, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation. 7. identify why some locations are better than others for specific activities. 8. create various graphs of the local community showing population characteristics, e.g., ethnicity, age, males and females.	9. describe basic movement patterns in the United States, e.g., the western movement, migrant workers. 10. describe locations in the community where businesses are located and why they were chosen. 11. examine why people move in and out of a local city/town. 12. determine ways in which physical geography affects the routes, flows, and distinctions of migrations, e.g., rivers channeling migrating people along valleys.

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K-2 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 2: Analyze information from geographic representation, tools, and technology to define location, place, and region.

K-2 Benchmarks:

a. utilize data sources and geographic tools to generate, manipulate, and interpret information.
b. use location, direction, and shape to develop basic mental maps.
c. use multiple criteria to distinguish various locations, places, and regions.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. compare and contrast the relative location of people, places, and things, e.g., locate land and water on a map using north, east, south, west, legends, symbols. 2. use simple maps, globes, and other three-dimensional models to determine the physical shape of our state and nation. 3. describe the function of various community symbols, e.g., traffic signs, traffic lights, street and highway markers.	4. construct maps of a familiar area incorporating cardinal directions and map symbols. 5. locate on a world map the United States, the two Americas, and the Atlantic and Pacific Oceans. 6. locate and describe major geographic features of the United States, e.g., rivers, lakes, mountains, and oceans. 7. locate the local community, Pierre, South Dakota, the United States, the seven continents, and the four oceans on a map and a globe. 8. construct maps of familiar areas incorporating cardinal direction, scale, and map symbols. 9. use maps, pictures, and stories to compare the geography of the local community with that of other communities in South Dakota, the United States, and the world.	10. identify specific locations on a map in relation to a base marker using cardinal directions and a compass. 11. describe the use of map legends by interpreting various symbols. 12. locate the seven continents and the four oceans on a world map and/or a globe. 13. identify major geographic features on various maps, e.g., rivers, lakes, oceans, islands, continents, mountains. 14. locate and describe various locations on a map of the United States, e.g., Iowa, South Dakota, North Dakota, Montana, Wyoming, Colorado, Nebraska, Minnesota, Washington D.C. 15. construct simple maps of the North America continent and include the essential map elements of title, scale, key, directional indicator, and date.

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K-2 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 3: Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.

K-2 Benchmarks:

a. *analyze how changes in the environment can impact people in the community or area.*
b. *explain the various physical process which operate in the atmosphere, lithosphere, bioshphere, and hydrosphere.*
c. *explore ways in which natural processes and cycles alter the patterns of Earth's surfaces.*

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. name the four seasons and describe the characteristics of each season. 2. label and describe a simple water cycle.	3. distinguish between different components of Earth's physical systems with pictures, hand-drawn sketches, or other instructional materials, e.g., mountains, hills, plateaus, plains. 4. describe the physical environment of the local region and the interacting physical processes, e.g., weather, freezing, and thawing. 5. discuss the growing season in different regions of the nation.	6. describe different climates in terms of precipitation and temperatures and the types of plants and animals associated with each, using pictures, maps, and graphs. 7. compare and interpret maps and photographs to explain how physical processes affect features of Earth's surface, e.g., the effects of climate and weather on vegetation, erosion, and deposition on landforms. 8. explain how the length of day can influence human activities in different regions of the world, e.g., use of daylight saving time.

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K-2 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.

K-2 Benchmarks:

a. explore the strengths and weaknesses of different forms of government.
b. explore the distribution of government power and authority.
c. explore purposes of political activity.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. demonstrate the behavior of a responsible citizen, e.g., taking turns and sharing, assuming responsibility for assigned classroom chores; taking responsibility of his/her own things. 2. identify examples of rules and the consequences of breaking them. 3. identify situations in which rules and leadership are needed. 4. recognize the family as a group whose members have various roles and responsibilities.	5. describe and compare the making of class rules by direct democracy, e.g., small group makes rules, entire class votes on the rules. 6. distinguish rights and responsibilities within a family. 7. identify and demonstrate individual rights within the context of a "school" government. 8. name the country/President, state/Governor, town/Mayor and describe similar responsibilities.	9. explain the importance of the rule of law in protecting individual rights. 10. explain the difference between making laws, carrying out laws, and determining if laws have been violated. 11. understand the duties as a member of a family, school, and community. 12. recognize ways people carry out responsibilities. 13. identify and practice components of conflict mediation within the school community.

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K-2 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 2: Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.

K-2 Benchmarks:

a. explore the historical formation of the local community.
b. explore the fundamental principles of local and state government.
c. explain the influence major contributors have had on local documents.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. identify national and state patriotic symbols, e.g., the flags, the state birds, flowers, mountains.	4. identify elected local, tribal, state, and national representatives.	8. identify functions of government and which officials are charged with various responsibilities.
2. recognize how community helpers affect the community.	5. identify significant historical community figures.	9. understand the meaning of majority rule and its related function in a democracy.
3. learn the Pledge of Allegiance and Star Spangled Banner.	6. analyze the Pledge of Allegiance.	10. explain the primary functions of county commissions, city council, school board, tribal positions, branches of state legislature, and branches of Congress.
	7. describe admirable characteristics of those who hold office.	11. list the qualifications at the state and federal level for being a member of the House of Representatives, the Senate, the Governor/President and lengths of their terms for each office.

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K-2 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.

K-2 Benchmarks:

a. explore various means of participating in a democratic republic.
b. explain individual's rights and responsibilities.
c. recognize basic Constitutional human rights.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. demonstrate citizenship. 2. identify and demonstrate individual rights. 3. recognize individual rights within a group. 4. evaluate likely consequences of school-related behaviors and expectations to determine if actions are responsible or irresponsible.	5. distinguish the qualities of citizenship. 6. understand the necessity of rules. 7. demonstrate the ability to work cooperatively in school groups, e.g., learning groups, class, lunchroom. 8. participate in making classroom rules through experiencing consequences--both positive and negative--and participating in the process of resolving conflict.	9. identify examples of the extension of the privileges and responsibilities of citizenship in American history. 10. identify various jobs within the community/area and people who perform those jobs and the qualifications necessary to fulfill those positions. 11. explain and experience the benefits of volunteerism in the community and at school.

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K-2 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

K-2 Benchmarks:

a. *recognize how different kinds of economic resources are used to meet the needs of people in families and communities.*
b. *recognize that scarcity and abundance of resources causes people to make economic choices and decisions.*
c. *recognize how natural resources are used in local economic activity.*

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. identify basic economic concepts, e.g., difference between basic needs (clothing and shelter) and wants (luxuries). 2. identify human resources as people at work, and natural resources as those materials created without human interaction. 3. explain how people depend upon workers to provide goods and services. 4. explain the difference between scarcity and abundance. 5. identify natural resources found/used in the local community.	6. identify how children within the class, community, and around the world have needs that are both common, and unique, e.g., food, shelter, clothing. 7. describe the different resources used to produce different goods and services, e.g., human resources (people at work), natural resources (water, soil, wood, oil), and capital resources (machines, tools). 8. explain difference between goods and services and describe how people are both buyers (consumers) and sellers (producers) of goods and services. 9. recognize that some resources are scarce and some are abundant.	1. differentiate between economic wants and needs. 2. explain that individuals, families, and others have various wants and needs. 3. describe how producers use natural resources, human resources, and capital resources to produce goods and services. 4. identify natural resources found and/or used in the community 5. explain how some resources are scarce and some are abundant. 6. explain that limits on resources require people to make choices about producing and consuming goods and services.

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K-2 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 2: Analyze the role of various economic systems in the social, political, and economic development of societies.

K-2 Benchmarks:

a. *recognize various ways people have exchanged goods and services throughout history, e.g., bartering, money.*
b. *recognize economic systems in the community and regions, i.e. how goods and services are exchanged.*
c. *recognize goods and services are traded worldwide.*

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. understand that a price is the amount of money people pay for a good or service in a market economy.	5. recognize that markets are where buyers and sellers establish prices for similar products.	1. understand that in an exchange people trade goods and services for other goods and services or for money.
2. identify and practice the use of money as an exchange for goods and services.	6. know a market exists wherever buyers and sellers exchange goods and services.	2. distinguish between money and barter economics.
3. recognize that workers, sellers, and buyers are all a part of the US economic system.	7. simulate the exchange of money for goods and services and identify ways to save money.	3. describe workers, buyers, and sellers in towns, cities, and rural areas.
4. describe the interaction of family economy with the larger American economy.	8. identify workers, buyers, and sellers in the community.	4. explain how producers and consumers are dependent upon one another in a market economy.

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K-2 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 3: Analyze the complex relationships among economic, social, and political decisions.

K-2 Benchmarks:

a. recognize how government and other local/regional groups affect the use of resources.
b. recognize people's values/beliefs influence their economic decisions.
c. recognize past economic decisions influence current economic choices.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. understand the purpose of making economic choices. 2. recognize that people value things differently. 3. know that some goods and services are provided by the government, e.g. schools, parks, post office.	4. explain that limits on resources require people to make choices about producing and consuming goods and services. 5. explain the influence of values and beliefs on personal purchasing. 6. identify goods and services provided by the government, e.g. postal services, fire and police protection.	7. identify examples of making economic choices and explain what is given up by making a choice. 8. explain how values/beliefs influence decisions to use cash or credit. 9. explain the government's role in providing goods and services, e.g. snow removal, building roads.

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K-2 SOCIAL STUDIES STANDARDS

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 1: Analyze how inventions, innovations, and advancements influence world interdependence.

K-2 Benchmarks:

a. understand that people use inventions and innovations to solve problems.
b. understand that scientific advancement has changed how people live in the state and nation.
c. understand that scientific advancement can have both benefits and drawbacks.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. identify examples of technology in home, school and classroom. 2. explore how inventions are created and used.	3. describe how inventions have changed transportation, clothing, and shelter, e.g., cars, tools, machines. 4. describe how innovations and technology have changed the ability of communities, states, and nations to produce goods.	5. describe how the scientific advancements of ancient civilizations influenced world interdependence, e.g., Egyptian written language, laws, calendars, architect. 6. examine the effects of changing technologies on different regions of the nation.

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K-2 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 2: Analyze the forces and decisions that have lead to conflict, cooperation, and reform.

K-2 Benchmarks:

a. *understand that the behavior of an individual or group may have consequences.*
b. *determine factors that contribute to cooperation or conflict among individuals or groups.*
c. *determine individuals or groups who have caused local, state, or national reform.*

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. explain ways to resolve conflict.	3. explain how conflict can be resolved in school, home, and community.	5. describe specific examples of conflict and cooperation at the local, state, and national levels.
2. explain ways people cooperate with one another.	4. determine ways cooperation can benefit school, home, and community.	6. explore how human sharing can bring about cooperation and understanding, e.g., art, music, and other human artifacts.

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K-2 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 3: Analyze the historical, current, and evolving influence of US interaction with other nations.

K-2 Benchmarks:

a. understand the use of rules to advance the common good of home, school, and community.
b. understand that individuals and communities constantly face major issues of interactions.
c. examine ways to nurture positive influence within the home, school, and community.

GRADE LEVEL STANDARDS

Kindergarten students will:	First Grade students will:	Second Grade students will:
1. explore how people influence one another. 2. explain how some people cause others to change.	3. determine how people influence one another at home, in school, and in the community. 4. describe situations in which the influence of others has changed group behavior.	5. describe how nomadic American Indian nations, tribes, and bands influenced other nations, tribes, and bands in adjacent regions. 6. explain how early exploration influenced the Americas.

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3-5 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

3-5 Benchmarks:

a. compare and contrast various characteristics which distinguish specific time periods in history.
b. examine major historical events in relation to a fixed point in time.
c. explain various cause and effect relationships.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. create a timeline to understand when historical events took place. 2. recognize past developments in relation to a specific time span. 3. locate and use a variety of resource materials to gather information. 4. describe the discovery of North America by European explorers and their first permanent settlements with emphasis on the people, their motivations, their obstacles and successes. 5. explain the term "civilization" and describe ancient Greece and Rome in terms of geographic features, government, agriculture, music, art, religion, sports, and roles of men, women, and children. 6. describe the cause/effect relationship in a sequence of historical events such as colonists establishing governments similar to those in Europe.	1. gather and analyze South Dakota historical information from multiple sources. 2. develop a time line to identify and understand the sequence of important events in South Dakota history. 3. analyze time line reference points to determine patterns of continuity and change. 4. describe cause/effect relationships in a sequence of South Dakota historical events. 5. use historical inquiry skills to interpret past events in South Dakota. 6. investigate early trade relations between Native American and the fur traders. 7. examine reasons for regional South Dakota settlement and reasons settlers moved away. 8. examine biographies, stories, narratives, and folk tales to understand South Dakota historic events, people, and chronology. 9. understand how South Dakota has changed from an agricultural based economy to one that is more industrialized.	1. describe growth and change in America from 1801-1861 regarding exploration and cause/effect relationships. 2. identify causes, key events, and effects of the Civil War and Reconstruction. 3. identify leaders of the Civil War, e.g., Lincoln, Grant, Davis, Lee. 4. construct time lines of American history from pre-Columbian times to 1930. 5. examine changes brought about by the industrial revolution, e.g, transportation and communication advancements. 6. describe events between 1898 and 1930, e.g., Spanish-American War, Panama Canal, Theodore Roosevelt's "Big Stick Diplomacy", United States' role in World War I. 7. describe personalities of the 1920-30's period - Will Rogers, Eleanor and Franklin Roosevelt, Charles Lindbergh. 8. interpret patriotic slogans and excerpts from notable speeches in United States history. 9. identify changes that took place after major conflicts in United States history.

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3-5 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

3-5 Benchmarks:

a. investigate the influence of major religions on various societies.
b. explore the beliefs, values, and customs of various societies.
c. explore the impact that different religions has had on the development of various societies.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. understand that our country was built on the belief of religious freedom. 2. explain religious customs of different cultures. 3. distinguish among religious groups in different regions of the United States. 4. recognize that values and beliefs of people in history have affected the triumphs and tragedies of development of the United States. 5. understand that people show their beliefs through religion. 6. understand that the beliefs and values of a group affect social conditions.	7. recognize that differing values and beliefs must be understood to be accepted. 8. examine the social system of various cultural groups in South Dakota. 9. explore the influence and significance of major religions in South Dakota. 10. examine both the Native American settlers' views of land ownership. 11. identify important people of South Dakota's early history, e.g., Verendrye brothers, Sacajawea, President Jefferson, and Lewis and Clark. 12. describe the effects of religion forced onto Native Americans in South Dakota.	13. understand that the beliefs and values of a group affect social conditions. 14. identify ways in which religious beliefs affect the culture of a society. 15. compare/contrast various religions in the United State. 16. describe how societies have responded to differing values and beliefs. 17. analyze differing historical perspectives, e.g., Native Americans and settlers, slaves and slave holders. 18. describe the development of diverse United States social structures during colonial times.

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3-5 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 3: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

3-5 Benchmarks:

a. explore the impact of cultural diffusion on various nations.
b. explore various ways culture diffusion takes place.
c. understand the importance of preserving and sharing culture.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. describe how different cultures have impacted equality and inequality among peoples. 2. recognize the cultural influence on places and things in United States. 3. recognize that culture affects one's beliefs, attitudes, and values. 4. explore ways people from different cultures celebrate holidays and events. 5. understand how folk tales, music, literature, and art reflect culture of a society. 6. identify cultural institutions which shape personal identify.	7. identify Native American contributions to the early South Dakota settlers' way of life. 8. compare/contrast Native American and immigrant viewpoints of South Dakota settlement. 9. assess the impact of immigration and trade on the development of culture in South Dakota. 10. examine Native American art, music, and crafts. 11. interpret a Sioux "winter count". 12. identify contributions of historically significant people in South Dakota, e.g., Badger Clark, Mellette, Crazy Horse, Sitting Bull, Hugh Glass, Calamity Jane, Wild Bill Hickcock.	1. describe the role of authors in defining a culture through historical fiction and/or biographies. 2. compare art, music, and literature from different regions of the United States. 3. identify significant artists and writers in American history. 4. analyze how American cultures are represented in art, music, and literature. 5. describe various United States customs and practiced traditions, e.g., those brought to the United States by Native Americans and immigrants. 6. realize that various cultures have similar and differing beliefs.

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3-5 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

3-5 Benchmarks:

a. analyze the impact of the natural environment on settlement patterns in South Dakota.
b. describe ways humans are impacted by the natural environment.
c. analyze how past trends in human migration nationwide have impacted communities.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. compare and contrast the western movement on this region of the United States. 2. examine the impact of human migration upon the region. 3. identify why people move to major cities and that effect on the area. 4. understand the characteristics of populations at a variety of scales, e.g., ethnicity, age distribution, number of families and single households, number employed and unemployed, males and females, life expectancy, infant mortality. 5. understand spatial distribution of population, e.g., population density is higher east of the Mississippi River than it is to the west; population density is higher on the East and West Coast than in the mountains and deserts; and few people live where it is very dry or very cold.	6. investigate the migration patterns of Native Americans into and within the state historically. 7. identify geographic factors which affect population density within the state. 8. distinguish the movement patterns of people for economic and social gains. 9. explore reasons people move to or from regions in the state and what effect movement has on an area. 10. understand the advantages and disadvantages of using maps from different sources and different points of view, e.g., maps developed by the media, business, government, industry, military. 11. transform primary data about South Dakota into maps, graphs, and charts, e.g., charts of recent census data which rank selected information on various topics. 12. explain the impact of geographic factors in the expansion and development of South Dakota, e.g., location of Native Americans, location of	13. examine the impact of human migration upon the state and region. 14. explain the geographic perceptions explorers had of the New World with regard to mountains, rivers, and woodlands. 15. analyze how human movement produces settlements and/or unrest. 16. track the location and movements of various cultures drawn to the New World through the use of maps and globes. 17. analyze the development of America's urban areas. 18. understand the relationship of America's westward expansion to natural resources and physical geography. 19. understand the characteristics and uses of geographic technologies, e.g., geographic information systems (GIS) and satellite-produced imagery.

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	various European settlers.	

3-5 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 2: Analyze information from geographic representation, tools, and technology to define location, place, and region.

3-5 Benchmarks:

a. employ appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information.
b. use location, direction, size, and shape to develop and refine mental maps.
c. use multiple criteria to distinguish various locations, places, and regions within the state.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. use cardinal directions, symbols, grids/coordinates, and a scale to locate places on various maps. 2. identify geographic features, e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, and oasis. 3. locate various landforms and geographical features in the state. 4. recognize geographic representations and terminology. 5. estimate distance and calculate scale. 6. distinguish between meridians of longitude and parallels of latitude. 7. use the equator and prime meridian to identify the Northern, Southern, Eastern, and Western hemispheres.	8. locate important trading posts and why these sites were chosen. 9. identify the various Indian reservations and tribes located in South Dakota. 10. identify physical barriers to transportation in the Americas and how people adapted to the barriers, e.g., Isthmus of Panama. 11. use geographic terms to describe America's physical features, e.g., mountains, grassland, oasis. 12. estimate distance and calculate scale. 13. compare and utilize basic elements of maps, globes, and other geographic tools.	14. use a map to indicate the location of a country by hemisphere and its proximity to the equator. 15. use maps, tables, graphs, and charts to classify regions with common characteristics, e.g., deserts. 16. compare tables, charts, and graphs of climate, vegetation, and resources in South Dakota. 17. measure distances using a scale and apply the concept of cardinal and intermediate directions to maps. 18. analyze major historically significant aspects of the United States on various maps, e.g., physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, the states that formed the Confederacy during the Civil War.

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3-5 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 3: Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.

3-5 Benchmarks:

a analyze how changes in the environment can impact people state or region-wide.
b. examine the various physical processes which operate in the atmosphere, lithosphere, biosphere, and hydrosphere.
c. determine ways in which natural processes and cycles alter the patterns of Earth's surfaces.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. identify different landforms in North America. 2. analyze various physical components of Earth, e.g, atmosphere--weather and climate; lithosphere--landforms such as mountains, hills, plateaus, plains; hydrosphere--oceans, lakes, rivers; biosphere--vegetation and biomes. 3. determine physical processes which shape features and patterns on Earth's surface, e.g., effects of climate on vegetation; erosion/ deposition on landforms; mud slides on hills. 4. understand how Earth's position relative to the Sun affects events and conditions on Earth, e.g., tilt of Earth in relation to the Sun explains seasons in different locations; length of day influences human activity. 5. construct models of the hydrologic cycle which focus on surface and subsurface water features, e.g., rivers,	6. identify various South Dakota geographical features, e.g., James River Valley, Badlands, Black Hills, Ree Heights, Wessington Hills, Harney Peak, and leading rivers. 7. identify physical features of regions of the United States. 8. analyze ways the Earth's physical features have changed over time. 9. understand various physical components of Earth, e.g., atmosphere--weather and climate; lithosphere--landforms such as mountains, hills, plateaus, plains; hydrosphere--oceans, lakes, rivers; biosphere--vegetation and biomes. 10. understand how Earth's position relative to the Sun affects events and conditions on Earth, e.g., tilt of Earth in relation to the Sun explains seasons in different locations; length of day influences human activity in different regions.	11. identify South Dakota geographical features such as: James River Valley, Badlands, Black Hills, Ree Heights, Wessington Hills, Harney Peak, and leading rivers and why these features are present. 12. identify physical features of regions of the United States. 13. analyze ways the Earth's physical features have changed over time. 14. knows the physical components of Earth's atmosphere e.g., weather and climate, lithosphere, e.g., landforms such as mountains, hills, plateaus, plains, hydrosphere, e.g., oceans, lakes, rivers, and biosphere e.g., vegetation and biomes. 15. understand how physical processes help to shape features and patterns on Earth's surface, e.g., the effects of climate and weather on vegetation, erosion and deposition on landforms, mud slides on hills. 16. understand how Earth's position relative to the Sun affects events and conditions on Earth,

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lakes, oceans, and runoff.		e.g., tilt of Earth in relation to the Sun explains seasons in different locations; length of day influences human activity in different regions.

3-5 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.

3-5 Benchmarks:

a. determine the strengths and weaknesses of different forms of government nationwide.
b. explore the historical acquisition of government power and authority in relation to the needs of United States citizens.
c. define the purposes of political activity.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. explain the principles that form the foundation of United States republican form of government, e.g., inalienable rights (life, liberty, and the pursuit of happiness:). the rule of law, justice, and equality under the law. 2. identify significant factors that resulted in South Dakota's statehood. 3. identify types of governments found within neighboring countries. 4. analyze purpose and process of city and county governments. 5. compare and contrast the difference between city, county, tribal, state, and national governments.	6. identify democratic processes and principles. 7. compare and contrast the various branches of government at the local, tribal, state, and national levels. 8. understand that public officials are elected and/or appointed, e.g., President of United States is elected and State Secretary of Education is appointed. 9. list primary responsibilities of public officials, e.g., FBI, sheriff, mayor.	10. explain the various purposes and functions of United States government. 11. explain the various roles individuals can fulfill in a political system. 12. explain the influence a person can have on changing political systems. 13. compare and contrast the relationship from 1801-1861 of the United States with its neighbors and European powers, e.g., Mexico, Spain, Canada. 14. describe how the relationships between the United States and its neighbors during the 19th century influenced westward expansion and created the Monroe Doctrine.

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3-5 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 2: Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.

3-5 Benchmarks:

a. explain how history shaped the formation of the United States.
b. explain fundamental principles of United States Constitutional government.
c. explain the influence major contributors have had on the creation of state documents.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. identify examples of historical conflicts over rights, how those conflicts were resolved.	4. identify significant historical figures in the formation of the United States government.	8. analyze the United States Constitution and the Bill of Rights.
2. examine the lives and contributions of historically significant individuals.	5. identify the functions of the three branches of national government and compare to local and state levels.	9. examine the principles of government expressed in the Declaration of Independence.
3. examine historically significant cities in the United States, e.g., Philadelphia-Continental Congress.	6. examine the powers granted to the state legislative branch, the executive branch, and those reserved for sovereign Indian tribes	10. examine the powers granted to the Congress, the President, the Supreme Court, and those reserved to the states.
	7. analyze the South Dakota Constitution and the process used to make amendments.	11. list the qualifications and the terms lengths at the federal level for being a member of the House of Representatives, the Senate, and the President.

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3-5 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.

3-5 Benchmarks:

a. describe various means of participating in a democratic republic.
b. explore various issues involving individual rights and responsibilities.
c. examine the basic rights listed in the South Dakota Constitution.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. explain the interaction between rights and responsibilities. 2. determine why there are rules, laws, and constitutional mandates to protect rights and make sure responsibilities are carried out. 3. examine why there are consequences for violating laws and/or rules and the role of citizenship in promoting them. 4. understand how citizen participation in the development of laws benefits communities. 5. delineate the benefits of laws for the common good of a group.	6. explain why voting as a South Dakota citizen is a right, a privilege, and a responsibility. 7. understand how citizen participation in the development of laws benefits regions. 8. explain the rights of minorities in the democratic process and the right to dissent responsibly. 9. identify historical conflicts concerning individual rights and how those conflicts were resolved.	10. describe challenges faced by the new United States government, e.g., writing of a new Constitution in 1787 and the struggles over ratification and the addition of the Bill of Rights. 11. identify major issues facing the early Congress and the first four presidents. 12. explain the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two major political parties. 13. explain the connection between rights and responsibilities of the general welfare.

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3-5 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS

Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

3-5 Benchmarks:

a. *explain how various economic resources are used to meet the needs of people in South Dakota and the United States.*
b. *explain how scarcity and/or abundance affects political and social decisions in South Dakota and the United States.*
c. *explore the use of natural resources in local and regional economic activity.*

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. identify economic wants and needs of people in the region and explain how these are met. 2. explore the difference between wants and needs in relation to making appropriate personal choices. 3. explain where products come from and how we use them. 4. understand that productive resources are all natural, human, and capital resources used to produce goods and provide services. 5. explain scarcity, e.g., cite examples of limited supplies and scarce resources. 6. explore how natural resources found in the region are used and conserved.	7. explore the needs and wants of people in South Dakota in the past and the present. 8. identify examples of private and public goods and services in South Dakota. 9. describe the economic specialization and interdependence involved in the production and distribution of goods and services in South Dakota. 10. understand scarcity occurs when there are not enough productive resources to satisfy the needs of individuals, governments, and societies. 11. investigate how the availability of natural resources influenced the development and settlement of South Dakota. 12. recognize the effects of supply and demand on the types and location of major economic activities in SD.	13. understand that specialization usually lowers costs and increases the amount of goods and services produced. 14. describe the development of money, savings, and credit in the early United States. 15. illustrate the role of supply and demand in early United States history. 16. describe the effects of economic incentives on the distribution and movement of people, goods, and services in America from 1801-1861. 17. distinguish between natural scarcity and scarcity created by humans. 18. explain how scarcity affects people and their decisions about goods and services.

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3-5 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 2: Analyze the role of various economic systems in the social, political, and economic development of societies.

3-5 Benchmarks:

a. investigate differing economic systems used in early America, e.g. bartering, money.
b. explore economic systems in the state, region, and nation.
c. explore how world trade influences United States trade, specifically that of South Dakota.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. explain the relationship between taxation and government service. 2. understand the United States economy is organized around a system in which prices for most goods and services are established by buyers and sellers making exchanges in private markets. 3. explain that exchanges made through bartering face problems of divisibility, portability, and storage. 4. explain how changes in transportation and communication technologies affect trade worldwide. 5. identify ways world trade affects the region. 6. explain how households (individuals or family units) are both consumers and producers in a market system.	7. explain the role of money, banking, savings, and credit in westward expansion, especially in South Dakota. 8. identify examples of various institutions that make up economic systems in South Dakota, e.g. families, workers, banks, government agencies, small businesses, and large corporations. 9. know that banks play a key role in providing money to consumers and serve as intermediaries between savers and borrowers. 10. explain the factors that affect economic systems in South Dakota, e.g. family finances, drought, tourism. 11. understand how government pays for goods and services it provides, e.g. taxing and borrowing. 12. describe ways South Dakota participates in world trade, e.g. imports and exports of agricultural goods.	13. describe how world trade influenced the connections between the colonies and England. 14. describe the economic differences between the North and South during the Civil War period. 15. explain how and why a regional economy changes as a result of world trade. 16. describe examples of various institutions that make up economic systems, e.g. households, businesses, banks, government agencies, labor unions, corporations. 17. examine the role of government in economic systems, e.g. regulation, taxation. 18. define exchange systems of goods and services, e.g. barter or monetary systems.

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3-5 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 3: Analyze the complex relationships among economic, social, and political decisions.

3-5 Benchmarks:

a. determine how various political and economic decisions in the state and region influence use of resources worldwide.
b. explain how people's values and beliefs affect economic decisions in South Dakota.
c. explain how past economic decisions continue to affect the state and region.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. explain in simple terms how opportunity cost, scarcity, and price influence economic decision-making. 2. examine how individual and family values/beliefs influence choices between current consumption and providing for the future through savings and investments. 3. explore responsible money management as a consumer of goods and services. 4. explore how various regulations affect use of local resources.	1. describe the influence of values, traditions, and habits on economic decisions. 2. understand that choices usually involve trade-offs. 3. explain how environmental concerns and laws affect use of resources in South Dakota. 4. identify significant decisions that have influenced the economic development of South Dakota. 5. describe how trading goods, services, and resources influences or changes South Dakota, e.g. tourism in the Black Hills.	6. clarify the role of individual values and beliefs in determining society's consumption and investment patterns. 7. examine the role of entrepreneurship and specialization in the economic process. 8. examine influences of economic concepts and reasoning on contemporary decision-making. 9. practice responsible money management as a consumer of goods and services. 10. analyze what different societies value and how they measure it, e.g. gold, animals. 11. examine national sovereignty and global interests in relationship to scarcity and abundance of resources.

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3-5 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 1: Analyze how inventions, innovations, and advancements influence world interdependence.

3-5 Benchmarks:

a. understand that human need for livelihood has caused various inventions and innovations.
b. determine how science and technology have changed the lives of people throughout history.
c. understand that some scientific advancements must be monitored world-wide.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. describe how economic interdependence is the result of new production technologies.	5. explore how technological advancement in the United States has influenced world interdependence, e.g., types of jobs, communication.	9. analyze the effects of changing technologies on different nations of the world, e.g., transportation, telecommunication.
2. explore how modern technology impacts the school, home, and communities world-wide, e.g., television, computers, videos.	6. explore the scientific and technological advancements of various societies, e.g., paper in China, Mayan calendar, mummification in Egypt, Arabic number system.	10. examine ways science and technology have changed the physical environment, e.g., the loss of rain forests, building of dams.
3. describe how advancements of other nations can influence local situations, e.g., Roman architecture, Greek art.	7. understand how advancements in sea travel influenced world interdependence, e.g., explorations of Marco Polo and the Vikings.	11. explore ways scientific advancements have changed people's attitudes and beliefs, e.g., use of harmful chemicals, conservation of resources.
4. explore how technology can produce new jobs in the community.	8. describe the influence of scientific and technological advancements in daily life world-wide.	12. determine ways science and technology must be monitored in order to protect the physical environment, individual rights and the common good.

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3-5 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 2: Analyze the forces and decisions that have lead to conflict, cooperation, and reform.

3-5 Benchmarks:

a. investigate specific types of conflict within various groups world-wide.
b. investigate individuals or groups that have caused cooperation within various societies.
c. investigate specific groups that have caused/supported reform or reconstruction world-wide.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. explain historical examples of conflict over the rights of individuals.	5. understand how the differing characteristics and beliefs of various groups of people can bring about cooperation or conflict.	9. understand that in the United States the legal system is used to manage conflict.
2. explore how various historical conflicts world-wide have been resolved.	6. explore various factors that led to conflict between the northern and southern states prior to 1860.	10. analyze why diversity is desirable and beneficial and can foster creativity, varying viewpoints, and/or conflict, e.g., increases choice, north/south conflict.
3. explore the effects of cooperation on the resolution of conflicts world-wide.	7. consider the many factors which constitute major reform at the local, state, or national levels, e.g., United States Reconstruction after 1865.	11. understand that international law is set forth to protect individual rights and promote the common good world-wide.
4. explain how different traditions or customs can cause conflict among people.	8. understand that a transition in a society can cause conflict, cooperation, and/or reform, e.g., the transition of the United States from a rural, agricultural society to one which is more urban and industrialized.	12. understand how nation-states interact with one another, e.g., through diplomacy, treaties, and agreements.

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3-5 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 3: Analyze the historical, current, and evolving influence of United States interaction with other nations.

3-5 Benchmarks:

a. analyze the role of government in formulating various types of policies.
b. determine issues of interaction that groups, states, and nations historically have faced.
c. discern the need for positive influence among groups, states, and nations.

GRADE LEVEL STANDARDS

Third Grade students will:	Fourth Grade students will:	Fifth Grade students will:
1. explain how the exploration of the Europeans, Spanish, French, and English influenced the world, e.g., the Vikings to North America, the Spanish to South America. 2. understand how individuals, ideas, decisions, and events can influence world interactions. 3. explore the importance of United States foreign affairs and diplomacy. 4. describe how community situations can cause interaction among people, e.g., natural disasters.	5. understand how groups and institutions work to promote "the common good" of a community, state, or nation. 6. explore ways communities, states, and the United States can achieve stated goals and also influence other communities, states, and nations. 7. explore what actions citizens can take to influence United States involvement with other nations, e.g., legislative influence. 8. understand how the emergence of different systems of government influence a nation's foreign policy, e.g., Russia/Cold War.	9. analyze how the United States has used military force to influence other nations. 10. analyze the role of the United States and its foreign policy in the world today. 11. understand the impact other nations had on the United States prior to 1800. 12. explore how the United States attempts to influence the ideals of other nations.

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6-8 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

6-8 Benchmarks:

a. describe various characteristics which distinguish specific time periods/eras within and across cultures.
b. describe historical situations and conditions in relation to specific chronological reference points.
c. describe important factors which led to multiple/various historical cause/effect relationships.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. examine the connections of important events in relationship to time. 2. construct and interpret a time line based on events in world history. 3. identify historical patterns of events to better predict the future. 4. differentiate between primary and secondary resources to gather and use historical data. 5. describes selected historical eras and determine patterns of change which caused the rise of various civilizations.	6. examine the chronology of migration events in United States history. 7. describe the cause and effect of major United States' waves of migration. 8. analyze significant migration periods and patterns of social, economic, and political change and continuity. 9. use chronological context to order and interpret migration information from various texts. 10. understand historical happenings that occurred prior to or following major migration, e.g., gold rush, Oklahoma land opening. 11. interpret fundamental historic viewpoints to allow for informed understanding.	12. explain how historical events have influenced individuals and their role in history. 13. show general knowledge of historical chronology in United States government. 14. utilize appropriate processes to interpret various past United States governmental decisions, e.g., use a variety of sources, validate and weigh evidence, check credibility of sources. 15. analyze the development of national, state, and local government structures, functions, and powers. 16. determine if the process of amending the United States and South Dakota Constitutions has changed since 1930.

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6-8 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY

Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

6-8 Benchmarks:

a. compare and contrast the role of major religions within cultures.

b. compare and contrast value and belief systems within major cultures.

c. analyze the influence of differing philosophies and religions on the development of various cultures.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. explain social systems and identify religions in various ancient world cultures. 2. compare/contrast the role of world religions in ancient and modern cultural development. 3. examine the effect of tolerance and intolerance on societal development. 4. relate the effects of various values and beliefs forced onto other countries through conflict. 5. describe the influence of different philosophies on the development of various cultures in the ancient world. 6. analyze the conflict between the Muslim world and Christendom in terms of its impact on Western Civilization. 7. investigate contributions of significant people in world history and factors that influenced their philosophies.	8. explain differences of early American value and belief systems. 9. analyze the importance of religion on American society. 10. identify how contemporary religion has shaped modern American society. 11. identify and compare the distribution of major religions throughout the world. 12. explain how the patterns of settlement and development of the American colonies helped to shape American values. 13. examine how the United States deals with needs and demands of various cultural groups. 14. investigate the impact of technological advancements in United States history.	15. understand the historical impact of religion on society. 16. understand the principles of the separation of church and state. 17. explain how differing values and beliefs create conflicts and how they are resolved. 18. discuss assimilation of differing beliefs and values of various cultures in the United States. 19. understand fundamental liberties, rights, and values including religion, speech, equality under the law. 20. compare American political philosophies to those of other nations.

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6-8 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 3: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

6-8 Benchmarks:

a. determine the impact cultural diffusion has had on various civilizations.
b. describe various ways cultural diffusion takes place over time.
c. explain the importance of preserving and sharing culture.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. recognize that ancient world cultures have influenced those of America. 2. explore how art forms throughout the world have been influenced by various civilizations. 3. identify the effect of various cultures and societies on world viewpoints. 4. describe early world literature, music, dance, and entertainment. 5. examine foreign influences on United States social conventions. 6. recognize prominent individuals who influenced world culture.	1. analyze various world cultures and their influence on American society. 2. trace the development of United States diverse social structures. 3. analyze the differences in the development of social systems among diverse cultures. 4. identify the distinctive arts and literature of various cultures. 5. examine similarities and differences of the music of various cultures. 6. describe the relationship of arts and literature in the development of American society.	1. explain how language, literature, and the arts contribute to the development and sharing of cultures. 2. explain the impact of immigration and various cultures on United States society. 3. identify the effect of trade on cultural development in Western society. 4. compare and contrast how authors have recorded history over time. 5. analyze similarities and differences between the major political parties and what it means for citizens.

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6-8 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

6-8 Benchmarks:

a. analyze the impact of natural environment on settlement patterns.
b. analyze how humans are impacted by or change the natural environment.
c. compare past and present trends of human migration to determine impact on politics, environment, and societies.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. examine the effects of and reasons for immigrants moving to the United States, e.g., migration has created a melting pot. 2. locate and describe the continents, major water bodies, and significant climate differences, e.g., river valleys, lakes, peninsulas, mountain ranges, plateaus. 3. locate major lakes of North America, South America, and Western Europe, and explain their impact on exploration, settlement, and trade. 4. compare/contrast general characteristics of the populations of selected regions, e.g., religion, language, and movement. 5. analyze population changes due to shifts from agricultural to industrial/ urban development, the rise of big business, and massive immigration following the Civil War.	6. examine the impact of human migration patterns. 7. describe the early impact of Europeans settling the New World. 8. determine the world's climatic regions and the ways in which they influence lifestyle. 9. analyze emerging agricultural methods used in different regions and compare them to methods used in various early civilizations. 10. describe the patterns of immigration and effects on the distribution of cultural patterns in various regions, e.g., disease, language, religion, customs, and diversity. 11. analyze the growth of tourism and its impact on regional environments and culture. 12. locate and identify major world rivers, climate areas, and rain forests.	13. explain the settlement, exploration, and population patterns of South Dakota in relation to geographic features. 14. analyze the geographic factors which lead to development of agriculture, mining, manufacturing, timber, recreation, and tourism industries in South Dakota. 15. explain how movement altered political, environmental, and social development in the United States. 16. analyze ways that historical events have been influenced by and in turn have influenced physical and human geographical factors. 17. describe the impact of geography on hunter-gatherer societies. 18. analyze global population distribution in the Middle Ages and compare contemporary national political boundaries with the location of empires, kingdoms, and civilizations, from 4000 B.C. to 1000 A.D.

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6-8 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 2: Analyze information from geographic representation, tools, and technology to define location, place, and region.

6-8 Benchmarks:

a. select appropriate resources, data services, and geographic tools to generate, manipulate, and interpret information.
b. use location, direction, size and/or shape to develop regional mental maps.
c. analyze multiple criteria to distinguish various locations, places, and regions within the nation.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. understand location, distance, and direction in relationship to the world. 2. use geographic representation to demonstrate knowledge of government patterns. 3. use maps to develop an understanding of United States history. 4. determine the time at one location when informed of the time at another location by using a time zone map. 5. solve problems dealing with location by interpreting map information, e.g., climate, landforms, resources, legends, keys, scales. 6. identify countries, cities, and transportation networks on various maps.	7. select suitable technological application needed to determine specific location. 8. compare and contrast geographic regions, e.g., physical, cultural, economic. 9. use correct geographic terminology. 10. explain the advantages and disadvantages of different map projections and their uses, e.g., aerial photos, globes, charts and graphs, and polar projection 11. draw conclusions about information presented on special purpose maps and be able to differentiate among map types. 12. experiment with the use of directions, e.g., cardinal directions, subordinate directions, latitude and longitude. 13. identify the seven continents of the world and their associated oceans, seas, rivers, and landforms.	14. identify South Dakota's location by longitude and latitude using degrees, minutes, and seconds. 15. identify South Dakota's manmade and natural borders. 16. identify the location of South Dakota in relation to neighboring states and North Central United States. 17. use maps to identify the counties and major cities in South Dakota. 18. describe South Dakota climate and its effect on people's lives. 19. select suitable technological applications needed to determine specific location. 20. use appropriate resources, data sources and geographic tools to generate, manipulate and interpret information.

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6-8 SOCIAL STUDIES STANDARDS

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 3: Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.

6-8 Benchmarks:

a. *analyze how change in the environment can impact people nation-wide.*
b. *differentiate the various physical processes which operate in the atmosphere, lithosphere, biosphere, and hydrosphere.*
c. *differentiate ways in which natural processes and cycles alter the patterns of Earth's surfaces.*

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. analyze environmental physical changes that have affected people of the world, e.g., extreme weather phenomenon, heavy rainfall on hillslopes, continued movement of Earth's tectonic plates. 2. examine the United States weather patterns and climate. 3. identify the processes that form North American landforms. 4. understand major processes that shape patterns in the physical environment, e.g., erosion agents, earthquake zones, volcanic activity, the ocean circulation system. 5. understand processes that produce renewable and nonrenewable resources, e.g., fossil fuels, soil fertility, hydroelectric power.	6. identify the interaction within and between categories of physical processes. 7. observe social and economic effects of physical changes in the environment. 8. identify the world's climatic regions and ways they influence lifestyle. 9. analyze major processes that shape patterns in the physical environment, e.g., erosion agents, earthquake zones, volcanic activity, the ocean circulation system. 10. understand processes that produce renewable and nonrenewable resources, e.g., fossil fuels, soil fertility, hydroelectric power. 11. understand the consequences of a specific physical processes operating on earth's surface, e.g., extreme weather phenomenon, heavy rainfall on hillslopes, the continued movement of Earth tectonic plates.	12. observe the social and economic effects of physical changes in the environment. 13. understand the major processes that shape patterns in the physical environment, e.g., the erosion agents such as water and ice, earthquake zones and volcanic activity, the ocean circulation system. 14. understand the processes that produce renewable and nonrenewable resources, e.g., fossil fuels, hydroelectric power, soil fertility. 15. understand the consequences of a specific physical process operating on earth's surface, e.g., effect of an extreme weather phenomenon such as a hurricane's impact on a coastal ecosystem, effects of heavy rainfall on hillslopes; effects of the continued movement of Earth tectonic plates.

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6-8 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.

6-8 Benchmarks:

a. describe the strengths and weaknesses of different forms of government worldwide.
b. analyze the historical acquisition of government power and authority in relation to the needs of the United States citizens.
c. describe the purpose of politics/political activity and the related implications of United States citizens.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. identify and give examples of different forms of government. 2. explain the purposes of political parties in government and identify how special interest groups attempt to influence political parties and the political process. 3. explain the concept of separation of powers among executive, legislative, and judicial branches of a democratic republic. 4. explain how a nation's constitution protects the rights of individuals, states, or political sub-divisions. 5. describe how citizens can participate in government at the local, tribal, state, and national levels to benefit the individual and community, e.g., voting, community service, letter writing.	6. compare the national, state, tribal, and local governments regarding structures, functions, and powers, e.g., election/ appointment of officials, division/sharing of governmental powers. 7. analyze the process of amending the United States and South Dakota Constitutions. 8. distinguish between the judicial systems established by the South Dakota and United States Constitutions, e.g., organization and jurisdiction, exercise of power of judicial review, criminal and civil cases in South Dakota's judicial system.. 9. evaluate political information from various sources and make choices on public issues and candidates for political office in South Dakota. 10. identify various types of elections in South Dakota, e.g., primary/general, state/local, partisan/non-partisans, tribal.	11. identify major responsibilities and powers as specified by the United States, South Dakota Constitutions. 12. analyze the shared powers and responsibilities of the executive, legislative and judicial branches of federal and state governments and how the system of checks and balances limits those powers. 13. identify the duties and requirements for office of elected officials and representatives at the national, state, and local levels, e.g., the President, governors, senators. 14. identify major sources and uses of revenue for state and local governments, e.g., excise, income, property taxes, and fees, licenses, and levies. 15. describe the components of the lawmaking process at the national, state, tribal and/or local levels. 16. analyze the functions and jurisdictions of the federal, state, tribal, local and juvenile courts,

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		e.g., United States Supreme Court, Circuit Courts.

6-8 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 2: Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.

6-8 Benchmarks:

a. *describe major historical events and documents that led to the creation of limited government in the United States.*
b. *analyze the fundamental principles of United States Constitutional government.*
c. *determine how major contributors have influenced significant United States documents.*

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. identify the strong aspects of leadership as they impact world events, e.g., Abraham Lincoln.	6. explain the belief in shared political values and principles rather than allegiance to ethnicity, race, religion, and class.	11. identify fundamental American principles by using primary source documents and significant political speeches and writings.
2. identify the major court cases and civil rights acts that ended segregation in the United States.	7. explain the characteristics of representative democracy in South Dakota.	12. analyze the life experiences and beliefs of major historical figures who helped shape important United States documents.
3. identify and analyze the effect of written documents which contributed to the formation of the American system of government.	8. describe the development of different types of local government and compare related function and powers.	13. compare examples of fundamental American political principles, e.g., South Dakota Constitution, the Declaration of Independence, and the Federalist Papers.
4. define federalism and differentiate between state and federal governments.	9. analyze the fundamental principles represented in Declaration of Independence, Gettysburg Address, and United States Constitution.	14. compare and contrast British and American documents, e.g., Magna Charta, the English Bill of Rights, the Mayflower Compact, and the Articles of the Confederation.
5. evaluate issues and define positions facing South Dakota society.	10. analyze the life experiences and beliefs of major historical figures who helped shape important United States documents.	

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6-8 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.

6-8 Benchmarks:

a. analyze various means of participating in a democratic republic.
b. determine various issues involving individual rights and responsibilities.
c. describe the basic rights listed in the Constitution and the impact on United States society.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. examine the changing role of citizens in the United States, e.g., women, minorities, and men.	6. compare the election process at the tribal, local, state, and national levels of government.	11. clarify individual rights protected by the United States and South Dakota Constitutions and laws.
2. identify the major court cases and civil rights acts which addressed segregation in the United States.	7. analyze the process of amending the United States and South Dakota Constitutions.	12. trace the evolution of suffrage from colonial America to the present and relate it to South Dakota.
3. differentiate between the rights and privileges of citizens of different countries.	8. describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political process, participating in political campaigns, serving on juries and in voluntary appointed positions.	13. describe the structure, function, and powers of elected and appointed officials at various levels of government.
4. examine the impact of the media on public opinion and policymakers.		14. define the separation and sharing of powers within various levels of government.
5. examine the roles of political parties at the state and national levels.	9. compare the policy-making process at the tribal, local, state, and national levels of government.	
	10. analyze ways individuals and cultural, ethnic, and interest groups can influence	

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	government policymakers.	

6-8 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS

Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

6-8 Benchmarks:

a. analyze how various economic resources are used to meet the needs of individuals and societies.

b. describe how resource scarcity and/or abundance affects United States political and social decisions.

c. describe how the use and misuse of natural resources affects economic activity.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. explain the difference between private and public goods and services. 2. describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed. 3. identify the factors that influence the location and distribution of economic activities, e.g. transportation, technology. 4. describe how a nation's supply of resources affects how it determines what to produce, how to produce, and for whom to produce. 5. analyze the effects of depleting various natural resources. 6. understand that scarcity of resources necessitates choice at both personal and societal levels. 7. examine how various ancient societies used and developed their resources.	8. describe and evaluate common forms of credit, investments, contractual agreements, warranties, and guarantees. 9. understand how specialization, division of labor, and increased capital goods usually increase labor productivity. 10. explain supply, i.e. the relationship between different prices for a product and how much producers will offer for sale at each price. 11. explain demand, i.e. the relationship between different prices for a product and how much people will pay. 12. describe a citizen's role in society as both a producer and a consumer. 13. identify resources in various countries/nations of the world and explain how the location of resources influences the global economy.	14. analyze how forces of supply and demand interact to determine the price of goods and services. 15. explain how effective economic decision-making involves weighing the costs and benefits associated with alternative choices. 16. describe how economic conditions affect social conditions, e.g. employment, in/out migration. 17. explain the importance of monitoring the use of renewable and nonrenewable resources. 18. explain economic factors which motivated independence movements, e.g., the British colonies in North America, South Africa, and Hong Kong. 19. determine economic reasons for dealing with contemporary social issues, e.g., acid rain, unemployment, high quality of education.

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6-8 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS

Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 2: Analyze the role of various economic systems in the social, political, and economic development of societies.

6-8 Benchmarks:

a. compare the strengths and weaknesses of various economic systems of the past and present.

b. compare United States economic systems with those of other nations.

c. describe the role of international trade in the growth or decline of various ancient and modern societies.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. describe examples of the various institutions that make up economic systems, e.g., households, business firms, banks, government agencies, labor unions, corporations. 2. differentiate among various forms of exchange and money. 3. explain how and why countries trade goods and services. 4. describe economic systems found in ancient civilizations, e.g., Egypt, China, Phoenicia, Ancient Greece and Rome. 5. explain the economic systems which developed as part of the feudal society of the Middle Ages. 6. compare the economic systems of selected civilizations in Asia, Africa, and the Americas up to 1000 AD.	7. explain the structure and operation of the United States economy as compared with other economies, e.g., free market vs. communism; competition; public and private financial institutions. 8. explain the differences between free market, centrally-planned, and mixed economies. 9. compare American economic systems to systems of other nations in terms of governmental control over the economy. 10. describe the role of government in the United States economy, with emphasis on provision of public goods and services; protection of consumer rights, contracts, property rights, impact of government taxation, borrowing. 11. analyze how world trade issues can affect a nation's economy.	12. understand that all societies have developed economic systems in order to allocate their resources to produce and distribute goods and services. 13. compare various economic systems, e.g., tradition-based, command, and market systems. 14. understand the types of specialized economic institutions found in market economies, e.g., corporations, partnerships, cooperatives, labor unions, banks, non-profit organizations. 15. describe the development and growth of the federal income tax revenues, government spending, and the role of the Federal Reserve System. 16. explain basic indicators of economic performance, e.g., gross domestic product, consumer price index, productivity, index of leading economic indicators.

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6-8 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS

Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 3: Analyze the complex relationships among economic, social, and political decisions.

6-8 Benchmarks:

a. describe how political and economic decisions influence the use of resources in various nations.

b. analyze how values and beliefs drive economic decisions.

c. describe how past economic decisions have a current effect on United States political and social climate.

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. explain how values and beliefs influence different economic decisions. 2. describe factors which influenced economic decision-making and use of resources in ancient civilizations. 3. explain how previous economic decisions affect current social and political climates. 4. examine the impact that changes in various resources had on developing societies and nations.	1. describe impact of government decisions/ policies on the production and distribution of goods and services in various nations/countries. 2. explain the economic impact of consumption, saving and investment, and borrowing by individuals, firms, and governments on political and social decisions. 3. understand that decisions or events in one part of the world or in one part of the economy also affect the trading practices of these areas. 4. explain how many non-economic factors influence patterns of economic behavior and decision making, e.g. cultural traditions, customs, values.	1. describe how differing values and beliefs influenced economic policy and decisions in early United States history. 2. analyze the role of governmental/political decision-making in the United States economy. 3. describe the role and impact of federal monetary policy on the money supply and interest rate in various periods of United States history. 4. describe the impact of significant economic changes in selected periods of United States history, e.g., industrialization, westward expansion.

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6-8 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 1: Analyze how inventions, innovations, and advancements influence world interdependence.

6-8 Benchmarks:

a. *analyze significant influences or forces that have shaped various innovations and inventions.*
b. *investigate scientific advances that have caused significant historical changes.*
c. *analyze differing perspectives of scientific and technological advancements world-wide.*

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. analyze how the technology revolution had an impact on communication, transportation, and the development of new industries.	6. understand how the use of technology changes a nation's dependence and interdependence, e.g., transportation or communication systems.	11. describe how tool making and the use of fire helped advance civilization of the world prior to 1000 A.D.
2. describe major inventions that changed the quality of life between 1800 and 1860, e.g., cotton gin, steam engine, telegraph	7. describe how changes in technology affect the location of human activities.	12. describe how values, beliefs, and attitudes have been influenced world-wide by science and technology, e.g., printing press, atomic energy, genetic discoveries.
3. analyze the impact of urban and rural electrification.	8. explore how inventions and scientific advancements have changed the life-style of people world-wide, e.g., international TV-CNN.	13. understand how science and technology have changed the natural environment, e.g., dams on the Missouri River.
4. understand how scientific advancements improve the standards of living, life expectancy, and living conditions.	9. analyze the impact of major scientific breakthroughs world-wide, e.g., transportation, medicine, warfare.	14. explain how cultural and economic isolation of different areas of the world have changed through technological advances, e.g., radio, telephone, highways.
5. describe ethical problems which stem from scientific advancements.	10. explain the need for laws and policies to govern scientific and technological applications, e.g., genetic engineering.	15. understand how a nation's productivity can be increased through technology, innovation, and invention.

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6-8 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 2: Analyze the forces and decisions that have lead to conflict, cooperation, and reform.

6-8 Benchmarks:

a. *explore how the beliefs and/or behaviors of one nation can cause world-wide conflict.*
b. *analyze specific conflicts and peace efforts of the United States.*
c. *compare how revolution or conflict has initiated change and reform within different nations.*

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. analyze how the growth of cities world-wide has had an impact on racial and ethnic conflict.	6. analyze how disparities in power and economic status lead to conflict.	11. analyze how conflict may arise from differences in traditions, customs, and beliefs, e.g., differences between Islam/ Christianity; Muslims/ Christians from the 7th to 11th century A.D.
2. analyze major changes and reforms in Eastern Europe, China, Southeast Asia, and Africa after World War II.	7. explore how inequity and discrimination lead to conflict world-wide.	12. examine how scientific advancements can lead to conflict, e.g., storing nuclear waste, guided missiles.
3. analyze major transformations in the United States after World War II, e.g., integration.	8. understand how the contributions of arts, literature, media, and technology foster cooperation.	13. understand how the practice of prejudice, discrimination and genocide have led to international conflicts.
4. determine the effects of organized religious activism in regard to political trends and debates.	9. analyze how ideologies, economics, and physical environments can cause conflict within a state, the nation, and the world.	14. analyze the different ways various cultures deal with conflict.
5. analyze how past decisions can cause regional, state, and national issues which foster current debate, e.g., imports, exports,	10. describe the role of individuals, groups, and media in influencing and shaping various types of reform, e.g., public polls, public opinions.	15. examine how international cooperation can effectively meet human needs, e.g., Red Cross, sharing of technology,

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embargoes.		sharing of inventions.

6-8 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 3: Analyze the historical, current, and evolving influence of United States interaction with other nations.

6-8 Benchmarks:

a. *analyze policies that various nations have enacted to protect the common good of the people.*
b. *analyze world interaction issues the United States has faced during the twentieth century.*
c. *characterize ways the United States positively influences nations in the world community.*

GRADE LEVEL STANDARDS

Sixth Grade students will:	Seventh Grade students will:	Eighth Grade students will:
1. describe United States foreign policy since World War II in relation to the Cold War and communist containment. 2. analyze how the world is organized politically and the implications for interactions with the United States. 3. understand that interaction with other nations world-wide is based on the need to maintain the best interests of the United States. 4. describe how other nations have influenced the United States, e.g., development of the Constitution, social and economic rights in the 21st century. 5. describe the influence United States ideas about rights have had on other nations, e.g., democracy movements in Eastern Europe.	6. explore how domestic politics influence the role of the United States in world affairs. 7. explore how the United States has politically influenced other nations. 8. explore how international politics impact the United States. 9. analyze the United States diplomatic role connected to geographic/territory issues world-wide, e.g., break up of Soviet Union-Baltic States 10. understand the impact of international trade on United States foreign policy.	11. understand how the rise of business, industry, and mechanized farming transformed the United States into an international power prior to 1900. 12. analyze the changing role of the United States in world affairs prior to World War I. 13. determine the nature of United States foreign policy prior to 1900. 14. understand the interaction of the United States with other nations in regard to slave trading prior to 1850. 15. understand the role of the United States in regard to the cold war before 1980.

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9-12 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

9-12 Benchmarks:

a. *analyze various characteristics which distinguish specific time periods/eras within and across cultures.*
b. *analyze historical patterns and events in relation to chronological reference points and sequence.*
c. *analyze significant factors that contribute to complex cause/effect relationships.*

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. analyze and explain the contacts between American Indians and European explorers during the Age of Discovery, e.g., locations of Native American tribes, motives of Lief Erickson, Columbus, de Soto, Hudson.
2. analyze and explain the settlement and development of the original thirteen colonies and other parts of the United States, e.g., motivations for settlement, lifestyles, religious freedom, significant people.
3. analyze and explain the ideas, individuals, and events of the Revolutionary War period, e.g., taxation without representation, Patriots versus Loyalists, key individuals, major battles, military leaders.
4. analyze and explain the events, ideas, and ideals of America's Constitutional Era, e.g., Articles of Confederation, origins of democratic institutions, major debates and compromises, leading figures.
5. analyze and explain the events of the Early National Period, from 1789 to the beginning of the Civil War, e.g., development of political parties, diversification of the American economy, blossoming of American culture, westward expansion.
6. analyze and explain the causes and effects of major events of the Civil War period, e.g., slavery, States' Rights issues, major battles, famous people, Reconstruction.
7. explain the major events, developments, and individuals of the period between the Civil War and World War I, e.g., Industrial Revolution, industrialists and entrepreneurs, significance of immigration, major Indian wars, settlement of the American West.
8. understand the causes and effects of America's participation in World War I, e.g., sinking of the Lusitania, isolationism, Progressive Era, changes in American culture.
9. analyze and explain the causes, effects, and major events of the Great Depression, e.g., agricultural recession, Stock Market Crash, collapse of international economies, 18th Amendment, New Deal.
10. understand the causes and effects of America's participation in World War II, e.g., rise of dictatorships, Pearl Harbor, Holocaust, advances in atomic and nuclear physics.
11. analyze and explain major events of American life since the end of World War II, e.g., end of the Cold War, Civil Rights movement, "space race", Baby Boom.
12. analyze documents, records, data, and examples of historical narrative for authenticity, credibility, and divergent viewpoints.
13. analyze the impact of societal forces on the development of various civilizations over time.
14. analyze contributions of key historical individuals and how they influenced major world cultures.

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9-12 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 2: Evaluate the influence of varying values, philosophies, and world religions on the development of civilizations and cultures.

9-12 Benchmarks:

a. analyze the role of major religions within and across cultures.
b. analyze the values and belief systems found within various groups and cultures.
c. evaluate the impact of differing philosophies and religions on the development of various civilizations.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. analyze the patterns of social, religious, and political change in the late Medieval period, e.g., Crusades, Greek and Roman philosophy.
2. trace and analyze selected patterns of cultural and religious development in Europe, Asia, Middle East and Africa during the Middle Ages.
3. examine selected cultural and religious changes and discoveries of the Renaissance in Europe, e.g., role of Medicis, Machiavelli's theory of government, Italian city-states.
4. analyze the historical developments and effects of the Reformation, e.g., views and actions of Martin Luther, John Calvin, Henry VIII and the divorce issue.
5. compare and contrast Judaism, Christianity, Islam, Buddhism, and Hinduism.
6. analyze causes and the major political, social, and economic consequences of the religious wars in Europe in the 16th and 17th centuries, and the legacy of these wars in modern Europe.
7. analyze the colonization of America in terms of philosophical and religious motivations of immigrants.
8. analyze differing philosophical beliefs of the Revolutionary Period that provoked the American colonists, e.g., British policies, American independence.
9. analyze social customs and religious beliefs of various colonists.
10. compare various values and belief systems within major world civilizations.
11. analyze the extent of the influence of contemporary religions on modern societies.
12. analyze the distribution and density of major religious cultures in the contemporary world.

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9-12 SOCIAL STUDIES STANDARDS

Goal 1 - CULTURE AND HISTORY
Students will understand the emergence and development of civilizations and cultures over time and place.

Indicator 3: Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.

9-12 Benchmarks:

a. analyze the impact cultural diffusion has had and continues to have on various civilizations.
b. analyze different ways cultural diffusion takes place over time.
c. analyze the value of the preservation as well as the diffusion of cultures.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. analyze types and impact of cultural diffusion within various civilizations.
2. analyze patterns of cultural diffusion and interaction.
3. evaluate how arts and literature are reflected in various societies and how they provide historical perspectives of major civilization.
4. analyze the historical development of the Renaissance, including artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare.
5. analyze the impact of significant cultural and social features within various periods of time, e.g., the Ming Dynasty, the Ottoman Empire.
6. analyze cultural characteristics which can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history.
7. analyze the literature, music, and arts of various times, e.g., colonial, World War I.
8. analyze the regional development of the Americas from 1000 A.D. to the present, e.g., physical features, economics, cultural characteristics, historical evolution.

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9-12 SOCIAL STUDIES STANDARD

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

9-12 Benchmarks:

a. *analyze the impact of the natural environment and characteristics of particular locations on settlement patterns.*
b. *evaluate how humans modify and/or are impacted by the natural environment.*
c. *analyze how past and present trends in human migration worldwide impact politics, environment, and societies.*

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh, and Twelfth Grade students will:

1. analyze the relationship of Native American cultures to their physical environment.
2. describe geographic differences which contributed to economic development and regionalism prior to the Civil War.
3. analyze the effect of geography within a given area on immigration and settlement patterns.
4. analyze how international migration patterns are shaped by push and pull factors, e.g., political conditions, economic incentives, religious values, family ties.
5. explain geographic reasons for the development of major world cities and the trends in urban population growth.
6. explain the development of major political boundaries of the world related to geographic politics.
7. describe the evolution of significant world routes.
8. analyze and describe the reasons for migration of people during various eras, e.g., European expansion into the Americas, Africa, and Asia from the 16th to the 19th centuries.
9. analyze the physical and cultural patterns of settlement, e.g., geographic features/factors which contribute to development of civilizations.
10. draw conclusions about causes and effects of settlement patterns in the United States after 1900.
11. evaluate the relationship of geographic factors to social, political, economic and technological change, e.g., "cost of doing business" since the establishment of the Environmental Protection Agency, availability of water west of the Mississippi.
12. analyze the impact of immigration on American life, e.g., contributions of immigrant groups, ethnic conflict and discrimination.
13. summarize causes and effects of the Industrial Revolution, e.g., impact of immigration on the labor supply, movement to organize workers.
14. analyze the impact of human migration on physical and human systems, e.g., cultural diffusion, slave trading, social classes in colonized areas, influence of Christianity between the 16th and 19th centuries.
15. describe the effects of migration in the United States during the 19th century, e.g., rural to urban migration, lack of adequate housing, effects of population gains or losses on socioeconomic

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conditions.

9-12 SOCIAL STUDIES STANDARD

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 2: Analyze information from geographic representation, tools, and technology to define location, place, and region.

9-12 Benchmarks:

a. evaluate and select resources, data sources, and geographic tools to generate, manipulate, and interpret information.
b. analyze location, direction, size, and/or shape to develop and refine complex mental maps.
c. analyze multiple criteria to distinguish various locations, places, and regions.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. locate and explain the location and expansion of the original colonies.
2. trace the advance of the frontier and the territorial expansion of the United States and explain how it was influenced by the physical environment.
3. locate new states as they were added to the Union and describe the demographics of these new states.
4. understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.
5. compare patterns of agricultural and industrial development in different regions as they related to natural resources, markets, and trade.
6. analyze the political, social, and economic implications of demographic changes in the nation over time.
7. explain settlement, population patterns, and the growth of service centers from reading and interpreting maps, graphs, and charts.
8. locate major meridians of longitude and parallels of latitude.
9. locate and identify major world rivers, climate areas, and rain forests.
10. identify and label geographic features of the world, e.g., continents, mountain ranges, and bodies of water.
11. identify and label geographic features of the continents, e.g., plateaus, highpoints, low points and major river valleys.
12. transform primary data into maps, graphs, and charts.
13. identify on a blank map the places significant to each period of study.
14. understand the advantages and disadvantages of using maps from different sources and different points of view, e.g., maps developed by the media, business, governments, industry and military to show how a recently closed military installation can be utilized for civilian purposes.
15. know the characteristics and use of geographic technologies, e.g., geographic information systems (GIS) and satellite-produced imagery.
16. transform primary data into maps, graphs and charts, e.g., charts developed from recent census data making selected information on various topics; cartograms depicting the relative sizes of Latin

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American countries based on their urban population.

9-12 SOCIAL STUDIES STANDARD

Goal 2 - GEOGRAPHY
Students will understand the interrelationships of people, places, and the environment.

Indicator 3: Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.

9-12 Benchmarks:

a. analyze how changes in the environment can impact people worldwide.
b. analyze the various physical processes which operate in the atmosphere, lithosphere, biosphere, and hydrosphere.
c. analyze the ways in which Earth's natural processes and cycles alter the patterns of Earth's surfaces.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. identify the effect of geographic features upon the environment.
2. draw conclusions about the advantages and disadvantages of annual flooding in the world.
3. analyze and describe the effect of the Gulf Stream.
4. understand the different marine and continental climates that are produced by various processes, e.g., air-mass circulation, temperature, moisture.
5. understand the effects of different physical cycles on Earth's environment, e.g., world atmosphere circulation, ocean circulation.
6. understand how physical systems are dynamic and interactive, e.g., the relationships between changes in landforms and the effects of climate such as the erosion of hillslopes by precipitation, deposition of sediments by floods, shaping of land surfaces by wind.
7. understand how physical process affect different regions of the United States and the world, e.g., effects of hurricanes in the eastern United States, effects of desertification and soil degradation.
8. utilize maps, globes, photographs, and pictures to analyze the physical and human landscape of the , e.g., regional climatic patterns and weather phenomena.
9. explain how geographic regions change over time and characteristics of regions have led to regional labels.
10. analyze and explain the impact of the Dust Bowl during the Great Depression.

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Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.

9-12 Benchmarks:

a. analyze the strengths and weaknesses of various forms of government worldwide.
b. evaluate the historic acquisition of government power and authority in relation to the needs of the United States citizens.
c. analyze the purpose of politics/political activity and the related implications for United State citizens.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. analyze the disputes of authority and power between the branches of government.
2. analyze reasons for continued use of the Electoral College, duties of the President, and order of the presidential succession process.
3. describe how the legislative process works to resolve various legal problems.
4. identify the powers delegated by the United States Constitution to local, tribal, state, and national governments.
5. explain how the United States Constitution controls the executive branch of the government, e.g., election, duties and replacement of the President and Vice President.
6. explain the process used to amend the United States Constitution.
7. define the powers of local, tribal, state, federal, and international governments.
8. analyze documents such as the Declaration of Independence and the Constitution to explain purposes of government.
9. analyze characteristics and structures of different forms of government.
10. explain the rule of law and why accepted rules must be followed by the government and those governed.
11. explain the roles, responsibilities, and purposes of elected officials in a democratic society.
12. analyze how power is separated and shared at all levels of United States government.
13. analyze the system of checks and balances provided by the Constitution.
14. explain how United States citizenship differs from that in authoritarian and totalitarian regimes.

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Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 2: Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.

9-12 Benchmarks:

a. analyze major historical events and documents that led to the creation of limited government in the United States.
b. analyze the central ideas that provided the foundation of the American Constitutional government.
c. analyze the influence major contributors have had on the creation of specific United States documents.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. analyze the content of the Declaration of Independence and the factors that led to its creation.
2. summarize the impact of documents and philosophies that were the basis for the United States government.
3. explain the major challenges facing members of the Constitutional Convention and how the design of the Constitution affects national, state, and local powers.
4. analyze the United States Constitution as a response to the political conditions that existed after the American Revolution, e.g., federation and confederation, power of taxation, interstate commerce, adaptability of the United States Constitution, Bill of Rights.
5. compare and contrast the responses of American Citizens to various controversial government actions.
6. explain the development of representative democracy in the United States.
7. explain the significance of "consent of the governed" in the formation of a democratic society.
8. compare and contrast direct and representative democracies.
9. explain why the founding fathers chose a republic as the form of government for the United States.
10. describe and evaluate ways in which technology has the potential to affect civic life in the future.
11. compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece, Rome, and England.
12. analyze principles of government and law developed by leading European political thinkers, e.g., Locke, Hobbes, Montesquieu, Rousseau, Blackstone.
13. explain reasons/cause leading to civil rights struggles, e.g., Civil Rights Legislation of 1965.

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9-12 SOCIAL STUDIES STANDARDS

Goal 3 - CIVICS
Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 3: Analyze the constitutional rights and responsibilities of United States citizens.

9-12 Benchmarks:

a. *evaluate the various means of influencing and participating in a democratic republic.*
b. *analyze various issues involving individual rights and responsibilities in relation to the general welfare.*
c. *analyze the basic rights enumerated in the Constitution and the related impact on United States society.*

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. analyze the nature of civic responsibility in a diverse society.
2. identify examples of how individual rights are protected and how the United States government promotes the common good.
3. explain the rights of people to express their views and positions on proposed governmental actions.
4. explain how the rights of those accused of crime are protected in the 5th, 6th, and 14th amendments.
5. explain the values and interests protected by the right to counsel and due process.
6. explain the process of becoming a citizen.
7. analyze the amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.
8. summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, i.e., on basic freedoms, due process, equal protection of the law, and government powers.
9. analyze the historical trends and contemporary patterns of United States Supreme Court decisions.
10. explain how fundamental concepts of democracy assures equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.
11. analyze current issues confronting tribal, local, state, and national governments in terms of perennial challenges to democracies.
12. analyze relationships and conflicts between majority rule and minority rights, individual rights and public interest, levels of taxation and the expectation of public service, and state and national authority in a federal system.

9-12 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS

Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

9-12 Benchmarks:

a. *evaluate the utilization of economic resources in meeting the needs of individuals and societies.*
b. *analyze the relationship of resource scarcity to domestic political and social decision-making.*
c. *analyze how the use of natural resources influences economic activity.*

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. evaluate how different societies use scarce resources and/or share wealth to meet basic human needs.
2. evaluate the effect of scarcity and abundance on national economies and relate these concepts to human rights, the environment, and national security.
3. analyze human, natural, and capital resources and describe their distribution and significance.
4. distinguish between developed and developing countries and relate the level of economic development to the quality of life.
5. consider the costs and benefits to society of allocating goods and services through private and public sectors.
6. analyze the role that supply and demand, prices, incentives, and profits play in economic activity.
7. analyze the significance of natural resources in patterns of agricultural and industrial development.
8. evaluate the effect of monetary and fiscal policies on personal economic well-being including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings.
9. justify proposed solutions to current issues by considering the costs and benefits of the reallocation of resources.
10. determine the impact of personal and social economic decisions on the allocation of resources.
11. describe and analyze trends in world patterns of resource distribution and utilization.
12. evaluate the far-reaching impact of a significant commodity in the world economy.
13. explain how the availability of production resources shape the lifestyle of a people, e.g., land, labor, capital.
14. analyze the role of supply and demand in the market place.
15. practice responsible money management including budgeting, credit management, banking, and investment practices.

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9-12 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 2: Analyze the role of various economic systems in the social and political development of societies.

9-12 Benchmarks:

a. analyze the characteristics of various (historical and modern) economic systems and describe the strengths and weaknesses of particular systems.

b. analyze similarities, differences, and relationships between domestic and world economic systems.

c. analyze the impact of international trade on various societies.

GRADE LEVEL STANDARDS:

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. explain the emergence of capitalism and free enterprise as a dominant economic system.
2. compare the characteristics and distribution of economic systems, e.g., socialism, capitalism, communism.
3. analyze factors influencing economic interdependence of countries, e.g., world trade, geopolitics, communication, transportation.
4. analyze connections among local, regional, and world economics.
5. analyze how and why levels of economic development vary among places.
6. analyze the characteristics of traditional, market, command, and mixed economies.
7. describe how economic systems can be evaluated by their ability to achieve broad social goals, e.g., freedom, efficiency, equity, security, and growth.
8. explain and interpret indicators of economic performance including gross domestic product, consumer price index, unemployment rate, balance of trade, and stock market averages.
9. analyze how economic institutions have evolved in response to changing economic conditions and incentives, e.g., corporations, labor unions, banks, the stock market, cooperatives.
10. compare basic economic systems according to how rules and procedures deal with supply and demand, prices, the role of government, banks, labor unions, savings and investments, and capital.
11. describe relationships among the various economic institutions that comprise economic systems, e.g., households, business firms, banks, government agencies, labor unions, and corporations.
12. compare and evaluate the role of governments in economic systems, e.g., taxation and regulation.
13. analyze the United States market economy in terms of labor, capital, natural resources, interaction of supply and demand in markets, role of private ownership, private enterprise, and profits, labor/management relationships, and relationships to the global economy.
14. analyze the role of the government in the United States economy including monetary and fiscal policies, interstate commerce and international trade policies, providing favorable conditions for marketing, providing public goods and services, promoting economic growth.

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9-12 SOCIAL STUDIES STANDARDS

Goal 4 - ECONOMICS
Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 3: Analyze the complex relationships among economic, social, and political decisions.

9- 12 Benchmarks:

a. *analyze how political and economic decisions have influenced the use of various resources worldwide.*
b. *evaluate how values and beliefs affect economic decisions.*
c. *analyze how historical economic decisions influence the contemporary United States social and political climate.*

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh and Twelfth Grade students will:

1. analyze the impact of European expansion (16-19th centuries) including competition for resources and the rise of mercantilism, emergence of money and banking, global economics, and market systems.
2. analyze the effects of economic development, trade, tariffs, taxation and trends in the national debt during the Early National Period.
3. analyze the economic impact of the Civil War and Reconstruction periods, e.g., slave trade, labor unions, mining and manufacturing.
4. analyze how economic decisions of the westward expansion period altered Native American economic systems.
5. summarize the economic effects of the Industrial Revolution, e.g., incentives for capitalism and free enterprise, expansion of international markets, industrialization.
6. analyze the political, social, and economic impact of the worldwide depression of the 1930's, e.g., changes in business cycles, United States government economic policies, Stock Market crash, New Deal economic policies, expanded role of government in the economy.
7. evaluate the global economic implications of World War I, World War II, and the end of the Cold War, e.g., economic and military power shifts since 1945; rise of Japan as an economic power.
8. evaluate the influence of United States economic policies within a global market, e.g., sanctions, Middle East policy.
9. compare how values and beliefs influence economic decisions in different societies, e.g., Judaism, Christianity, Islam, Buddhism, Hinduism.
10. explain the interaction between social change and the United States economy, impact of immigration on the labor supply, urbanization.
11. evaluate the impact of price controls, e.g., shortages and surpluses occur, long run allocation problems in the economy.
12. analyze how the government uses laws and regulations to maintain competition, e.g., tariffs, taxes.
13. compare conservative and liberal economic strategies found in contemporary American society.
14. analyze how regional imbalances in resources affect nationsÕ foreign policy decisions.

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9-12 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 1: Analyze how inventions, innovations, and advancements influence world interdependence.

9-12 Benchmarks:

a. *analyze various patterns of scientific advancement world-wide.*
b. *evaluate the positive and negative effect of scientific advancement on people world-wide.*
c. *evaluate current monitoring of inventions, innovations, and advancements world-wide.*

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh & Twelfth Grade students will:

1. analyze how the rise of technology influenced the world during the Medieval period.
2. evaluate the influence of technological developments on civilizations in Asia and Africa prior to the Renaissance.
3. analyze significant scientific events in Europe during the Renaissance.
4. evaluate the significance of scientific changes from the Age of Reason through the Age of Enlightenment.
5. analyze the effects of science and technology on individuals, groups, and organizations, e.g., theories of Newton, Kepler, Copernicus, Galileo.
6. classify technical innovations that have significantly affected the quality of life world-wide.
7. characterize the types of inventions, innovations, emerging technology, and tool development prior to 1700.
8. summarize the human needs and motivations which caused the birth of the Industrial Revolution.
9. analyze how the Industrial Revolution drove the development of new technologies and permanently transformed nations world-wide, e.g., types of inventions, changes in transportation/ communication, methods of production.
10. characterize how scientific and technological advancements brought about massive social and cultural change, e.g., the inventions of Watt, Bessemer, and Whitney.
11. evaluate the effect of changing technologies on the world community, e.g., surgical procedures 1860-1895; 1960-1995.
12. analyze how science and technology can transform the physical world, e.g., genetically engineered crop production.
13. evaluate how inventions or innovations impact world industry and business networks, e.g., global airline travel, Internet.
14. determine how major advancements may impact interactions among peoples of the world.
15. evaluate the magnitude of change new technologies have had on the world balance of power, e.g., atomic power.

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9-12 SOCIAL STUDIES STANDARD

Goal 5 - GLOBAL INTERDEPENDENCE
Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 2: Analyze the forces and decisions that have lead to conflict, cooperation, and reform.

9-12 Benchmarks:

a. analyze significant situations and/or conditions that historically lead to conflict.
b. evaluate the current United States role in fostering world-wide peace and cooperation.
c. analyze common world-wide elements of reform and reconstruction.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh & Twelfth Grade students will:

1. describe conflicts caused by European expansion into the Americas, Africa, and Asia from 1500 to 1800.
2. analyze events of the Early National Period which influenced foreign relations and/or caused conflict, e.g., Monroe Doctrine, War of 1812.
3. analyze the causes of United States involvement in World War I.
4. analyze the importance of World War I in terms of causes that pushed United States involvement in World War II.
5. analyze the major events that took place world-wide and drove the outbreak of World War II.
6. evaluate how conflict can result from disputes over natural borders, super-imposed boundaries, and settlement areas.
7. determine how conflict and cooperation can shape social, economic, and political use of space.
8. understand how interactions of individuals, groups, institutions, states, and nations may cause or prohibit conflict or cooperation.
9. analyze how the forces of conflict and cooperation have influenced the way the world is divided, e.g., independent countries and dependencies.
10. analyze relationships and tensions among national sovereignties, global intents, and international law.
11. describe how conflict can emerge from disagreements over resource allocation, economic development, and environmental quality world-wide.
12. evaluate both situational and motivational factors that have contributed to world conflicts, e.g., South Africa apartheid and United Nations sanctions.
13. examine the influence of the United States on various international situations, e.g., Iraq.
14. analyze the impact of immigration on ethnic conflict and discrimination in America.
15. analyze various world organizations and explain their roles, functions, and philosophies, e.g., United Nations, World Health Organization.

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9-12 SOCIAL STUDIES STANDARD

Goal 5- GLOBAL INTERDEPENDENCE

Students will understand the role of peoples and nations in addressing issues of an interdependent world.

Indicator 3: Analyze the historical, current, and evolving influence of United States interaction with other nations.

9-12 Benchmarks:

a. evaluate the effect of United States foreign policy during the twentieth century.

b. analyze current issues confronting United States interaction with nations world-wide.

c. analyze the role of the United States in the world community of the twentieth century.

GRADE LEVEL STANDARDS

Ninth, Tenth, Eleventh & Twelfth Grade students will:

1. analyze the development of the United States as a significant international power in the late 19th and early 20th centuries.
2. describe United States foreign policy, national security, international objectives.
3. describe the importance of United States foreign policy to individual citizens.
4. analyze changes in United States diplomatic relationships with other nations since 1900.
5. analyze the importance of World War I in terms of the expanding role of the United States in world affairs.
6. analyze the effects of World War II with regard for reshaping the role of the United States in international relationships and overall world affairs.
7. determine how world-wide events have shaped United States foreign policy since World War II.
8. describe changes in the direction of United States foreign policy toward various world areas since 1950.
9. analyze the role of the United States in political situations world-wide, e.g., Korean Conflict, Vietnam War.
10. determine how the United States had significant influence in bringing about the end of the cold war and the collapse of the Soviet Union.
11. analyze the influence of the United States in containing communism in Europe, Latin America, and Asia.
12. evaluate the impact of United States policies related to protection of universal human rights, e.g., rights of individuals under international law, freedom of choice and movement.
13. analyze the role of the United States in addressing world-wide human right issues, e.g., prejudice, discrimination, genocide.

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GLOSSARY OF TERMS

Analytical Skills: An examination of a complex issue, its elements, and their relations (important among those skills and strategies are distinguishing between fact and conjecture, trivial and consequential, general and particular; detection of bias, weighing of evidence, evaluation of arguments; interpretation of narrative, inclusiveness, point of view, historical context, distortion, propaganda, evaluating for reliability, credibility).

Beliefs: Something believed, tenet or body of tenets held by a group or individual; conviction of the truth of some statement.

Calendar Time: Calculation by days, weeks, months, years, decades, centuries, and millennia from fixed points of the calendar system.

Causation: The relationship between a cause and its effect or between regularly correlated events or phenomena.

Chronology, Chronological Thinking: The science that deals with measuring time by regular divisions and that assigns to events their proper dates; an arrangement in order of occurrence.

Citizenship: Status of being a member of a state, one who owes allegiances to the government and is entitled to its protection and to political rights.

Civilizations: The culture characteristic of a particular time and place; a relatively high level of cultural and technological development.

Constitution: A set of customs, traditions, rules, and laws that sets forth the way a government is organized and operated.

Culture: Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organization, and their material goods, food, clothing, buildings, tools, and machines.

Cultural Diffusion: The process by which the artifacts, technology, customs, and ideas of one culture are spread to other areas.

Culture Region: An area with one or more common cultural characteristics which gives it a measure of homogeneity and that distinguishes it from surrounding areas.

Customs: The whole body of usages, practices, or conventions that regulate social life.

Duration: The time during which something exists or lasts.

Ecosystem: An interacting system composed of all elements within a particular physical environment, e.g., humid tropic climate, tropical climate, tropical rain forest, tropical animal life, leached tropical soils, and human use potentials.

Equality: The quality or state of being equal.

Geographic representations: Consists primarily of maps, and also includes globes, graphs, diagrams, aerial and other photographs, and satellite-produced images.

Historical Inquiry: The process of studying history to find out what, who, why, when, etc. in a logical, problem-solving manner.

Historical Narrative: Written accounts of history; written histories that "tell the story" from the simple to the complex.

Human Features: An aspect of a place or area that deals with human phenomena.

Mental Map: Images people have of the location and distribution of Earth's major physical and human features.

Physical Features: An aspect of a place or area that derives from the physical environment.

Physical Geography: The study of the physical processes and features of Earth's surface.

Physical Systems: Land, air, water, plants and animals.

Political Ideologies: Visionary theorizing; a manner or the content of thinking characteristic of an individual, group or culture.

Primary Sources: Historical documents such as reports, maps, photographs, letters, drawings, diaries, and court records and other legal documents, created by those who participated in or witnessed the events of the past.

Reaction: A counter tendency toward a former, especially outmoded, political or social order or policy.

Reform: Improvement or correction of what is corrupt or defective.

Resource: Anything of use to humans; natural resources include renewable (such as wind and water, soil, plant and animal life; and nonrenewable, e.g., fossil fuels; human resources include people and their relative ability to contribute to society.

Revolution: A sudden, radical or complete change; especially the overthrow or renunciation of one ruler or government and substitution of another by the governed.

Secondary Sources: Written account of events of the past that reflect the author's interpretation of these events based on the author's analysis of primary and/or secondary sources of information.

Social Convention: Rules of conduct or behavior relating to human society.

Social System: An organized society or social situation.
Societal Forces: Strength or energy exerted or brought to bear; cause of motion or change.

Society: A community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests.

Succession: A number of persons or things that follow each other in order.

The Arts: A term used to collectively represent visual, dramatic, and musical expression or arts.

Tools and Technologies: Consist primarily of reference works such as almanacs, gazetteers, geographic dictionaries, statistical abstracts, and other data compilations.

Traditions: An inherited, established, or customary pattern of thought, action, or behavior; the handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction.

Values: Those things held in high esteem, general worth, of importance or usefulness.

World Mechanisms: Processes or techniques for achieving results.

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